

School Accountability Report Card Reported for School Year 2005-06

Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Johanna Boss High School	District Name	California Education Authority
Street	7650 South Newcastle Rd.	Phone Number	(916) 262-1500
City, State, Zip	Stockton, CA 95213-9001	Web Site	www.cdcr.ca.gov
Phone Number	(209) 944-6155	Superintendent	Glenda Pressley (A)
Principal	Jacqueline Cloud	E-mail Address	Glenda.Pressley@cdcr.ca.gov
E-mail Address	jcloud@cya.ca.gov	---	---

All school site information reported in this document is the responsibility of the Principal or Acting Administrator of the school named herein. District numbers are the average of school site numbers.

School Description and Mission Statement

This section provides information about the school's goals and programs.

Johanna Boss High School (JBHS) is a comprehensive high school located on the campus of O.H. Close Youth Correctional Facility. This institution, located in the northern San Joaquin Valley, is one of eight institutional schools under the direction of the Division of Juvenile Justice (DJJ). The facility houses approximately 280 young men with an age range of 12 to 22 years. The majority of the students are between the ages of 16-17 years of age. JBHS provides an education program that meets the state standards, including the areas of English Language Development, Title I – basic skills, introductory vocational training, and special education. Impact of Crime on Victims and Anger Management are the character education classes that are an integral part of the curriculum. The program places a great emphasis on an understanding of the pain and grief inflicted on individuals and families by the ward's criminal behavior, which resulted in their incarceration.

The mission statement for JBHS: **“The mission of Johanna Boss High School is to educate students to be well prepared to succeed and to contribute to their communities as ethical, respectful, responsible and tolerant lifelong learners, with an overall goal to enrich society with their skills, abilities, talents and imagination.”**

The Mission Statement for the California Education Authority (CEA): **“The mission of the California Education Authority is to empower each student to become a civil, responsible, employable and knowledgeable lifelong learner.”**

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Parents are encouraged to visit their sons during regular visiting hours on Saturday and Sunday. Parents of special education students are encouraged to participate at the Individual Education Plan (IEP) meetings. Once a month the Family Council meets to discuss the programs and services for their students. The parents are encouraged to be active participants. The parents are also encouraged to attend the annual Graduation Ceremony and to contact the education department for reports of their son's educational progress.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	4
Grade 1	0	Un-graded Elementary	0
Grade 2	0	Grade 9	41
Grade 3	0	Grade 10	91
Grade 4	0	Grade 11	60
Grade 5	0	Grade 12	25
Grade 6	0	Ungraded Secondary	6
Grade 7	0	Total Enrollment	227

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	32%	White (not Hispanic)	16%
American Indian or Alaska Native	1%	Multiple or No Response	1%
Asian	3%	Socio economically Disadvantaged	100%
Filipino		English Learners	32%
Hispanic or Latino	48%	Students with Disabilities	0
Pacific Islander		---	

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

No data are available for this section

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2003-04				2004-05				2005-06			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	14.3	14			17.1	15			12		4	
Mathematics	15.8	11			18.0	7			15		7	
Science	18.3	4			18.0	5			15		7	
Social Science	15.1	14			16.7	6			16		6	

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

No data are available for this section

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

All personnel are provided with personal alarms, which are tested daily prior to the arrival of students. Classrooms are equipped with an inter-com system, which permits staff to have immediate communication with the correctional officer assigned to the school area. Fire evacuation maps are posted in common use areas. All classrooms are equipped with fire extinguishers and are checked by the on grounds fire department for compliance. The high school conducts quarterly fire drills in conjunction with the security section of the institution. The same drill is utilized for our earthquake and natural disaster plan. The notification begins from the main control center. Supervision of the students during the drills is a joint responsibility between the faculty and the security staff. School security staff is responsible for all movement between classrooms, movements to and from school as well as searching students for contraband upon entry and exiting of the school area. There is an institutional safety committee with representatives of all areas of the institutional departments that meets monthly to address health and safety issues. Safety training is ongoing for all school personnel.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Recently, a new alternative program titled 'ABLE' was brought into play. If a student is having difficulty in a class on a particular day, instead of being removed he is given the course work for that class and placed into an ABLE classroom with a credentialed teacher where he can still complete his required work and avoid conflict. This is a form of crisis intervention that will minimize impact on a student's educational program.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	0	0	0	0	0	0
Expulsions	0	0	0	0	0	0

As an integral component of their rehabilitation, education is mandatory for wards of the state remanded to the Juvenile Justice Division of the California Department of Corrections and Rehabilitation. Educational services continue to be delivered by our faculty regardless of the severity of the incidents in which such individuals may engage while incarcerated. For this reason, DJJ High Schools do not suspend education from any individual.

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

O.H. Close Youth Correctional Facility (OHCYCF) was built in 1966. Other than the surrounding security fencing and metal detector, the facility appears as any small high school does. There are twenty-five classrooms/shops that provide academic and vocational education. Each classroom has a television, video player and multiple student computers. The physical education department utilizes the gymnasium. All individual educational centers have a restroom for the students use. Security and intercom systems within the education department are in the process of being updated. Several classrooms have been painted within the past three years. Three new portable classrooms were built and placed into school service at the end of 2006.

School Facility Conditions Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	x		
Mechanical Systems	x		Repaired as needed
Windows/Doors/Gates (interior and exterior)	x		
Interior Surfaces (walls, floors, and ceilings)	x		Repaired as needed
Hazardous Materials (interior and exterior)	x		
Structural Damage	x		
Fire Safety	x		Regular reviews
Electrical (interior and exterior)	x		Repaired as needed
Pest/Vermin Infestation	x		Much improved
Drinking Fountains (inside and outside)	x		
Restrooms	x		
Sewer	x		
Playground/School Grounds	x		
Other			

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	24	20	25	201
Without Full Credential	0	0	2	6
Teaching Outside Subject Area of Competence			0	9

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	Pending
Total Teacher Misassignments	0	0	Pending
Vacant Teacher Positions	0	0	Pending

CEA schools are attempting to be 100 percent compliant in the assignments of teachers of English Learners by December 31, 2007.

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100%	0%
All Schools in District	95%	5%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Substitute teachers are permanent intermittent teachers, retired annuitants or temporary appointed teachers. All have a minimum of a 30-day emergency teaching permit, passed the CBEST, and have undergone the CEA background check. JBHS currently has a pool of 5 substitutes during the regular school year and 7 substitutes during the summer months.

Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

Educators are evaluated a minimum of once a year. The evaluation process involves classroom observation by the assistant principal or principal. A standardized rubric is used during the classroom observation evaluation period. The evaluation is intended to be a cooperative effort with the teacher. The focus of the observation is on the description of the students enrolled and the specific curriculum. The description of the various strategies used to assist the student achieve is also considered. Review of classroom operations, student files, grading procedure and student attendance is also completed during the classroom observation.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)	1	---
Library Media Services Staff (paraprofessional)		---
Psychologist	1.5	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	1.0	---
Resource Specialist (non-teaching)	2	---
Other		---

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Excellent and current	0

Mathematics	Excellent and current	0
Science	Excellent and current	0
History-Social Science	Excellent and current	0
Foreign Language	Not currently offered	N/A
Health	Not currently offered	N/A
Science Laboratory Equipment (grades 9-12)	Not practical in this environment	N/A

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$	---	---	\$57,090
District	---	---	---	\$57,090
Percent Difference - School Site and District	---	---	---	
State	\$7,127	---	---	\$57,604
Percent Difference - School Site and State	---	---	---	1%

JoHanna Boss's budgeted funds from Prop 98 were \$4,216,593, Non-Prop 98 funds were \$251,960. These 2005/06 funding sources are used for staff salaries, operating expenses and per pupil expenditures. Title I funds totaled \$489,016. Special Education Grant funds totaled \$114,500.

The district budgeted totals for 05/06 Prop-98 were \$45,741,631, Non-Prop \$5,275,307, Title I \$1,739,234, Special Education Grant \$1,089,117.

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Title 3/ELL
 Carl Perkins/Part A - State Leadership
 Carl Perkins/Part B - Secondary Education
 Workforce Investment ACT – Adult Education, Family Literacy
 Special Education/IDEA Part B
 Library-Media Program
 Prop 98/General Fund
 Lottery – State Special Fund

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,528	\$37,671
Mid-Range Teacher Salary	\$57,090	\$63,121
Highest Teacher Salary	\$61,482	\$78,630
Average Principal Salary (Elementary)	---	---
Average Principal Salary (Middle)	---	---
Average Principal Salary (High)	\$74,258	\$111,909
Superintendent Salary	\$100,224	\$163,061
Percent of Budget for Teacher Salaries	95%	37.8%
Percent of Budget for Administrative Salaries	1%	5.2%

VIII. Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST Results for All Students -- Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	3	1	1	5.8	3	2.2	36	40	42
Mathematics		1	10	2.5	1.5	3.5	34	38	40
Science		2	0	2.5	0.7	1.7	25	27	35
History-Social Science	4	1	0	4	1.8	0.5	29	32	33

CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	0	*	0	0
American Indian or Alaska Native	*		*	*
Asian	*	*	*	*
Filipino	*			*

Hispanic or Latino	1	10	0	0
Pacific Islander	*			*
White (Not Hispanic)	8	*	*	*
Male	1		0	0
Female				
Economically Disadvantaged	1		0	0
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	6	No Data	No Data	8.2	No Data	No Data	43	41	42
Mathematics	7	No Data	No Data	6.6	No Data	No Data	51	52	53

NRT Results by Student Group -- Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	N/A	N/A
American Indian or Alaska Native	N/A	N/A
Asian	N/A	N/A
Filipino	N/A	N/A
Hispanic or Latino	N/A	N/A
Pacific Islander	N/A	N/A
White (not Hispanic)	N/A	N/A
Male	N/A	N/A
Female	N/A	N/A
Economically Disadvantaged	N/A	N/A
English Learners	N/A	N/A
Students with Disabilities	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A

Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	28	22	26	26	24	20	26	20	30
10	32	25	26	26	24	22	30	23	31
11	20	15.5	28	28	30	24	18	14	31
12	20	15.5	32	52	30	27	18	15	32

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	Percent of Students Meeting Fitness Standards
5	N/A
7	N/A
9	53.6

IX. Accountability

Academic Performance Index

Adequate Yearly Progress

Federal Intervention Program

As an alternative school, JoHanna Boss High School's performance is measured by the ASAM program instead of the API, AYP, and PI indices.

JoHanna Boss's ASAM indicators:

4.1 average monthly credit earned rate.

38.9 % of seniors graduated in their senior year.

125 of 214 long term students were given pre and post reading achievement tests during 05/06 and 48 of those showed growth.

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Dropout Rate (1-year)	0.0	0.0	0.0	0.0	0.0	0.0	3.2	3.3	3.1
Graduation Rate	100	100	100	100	100	100	86.7	85.3	84.9

The graduation formula used by SARC will erroneously yield a figure of 100% when applied to schools which do not permit students to drop out, regardless of the true rate at which students are graduating. Therefore, a SARC graduation rate cannot be computed for JoHanna Boss High School. However, the percentage of seniors graduating within their senior year at JoHanna Boss High is shown in the table below, as computed by the CSIS *LEA Enrollment Summary* for CBEDS 2005-06.

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, this table displays by student group the percent of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Due to the state's collection schedule for high school completion data, state level data for this reporting element will not be available for report cards published in the 2006-07 school year. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2006		
	School	District	State
All Students	32	25.3%	---
African American	6	6.5%	---
American Indian or Alaska Native	N/A	0.2%	---
Asian/ Filipino	N/A	2.1%	---
Hispanic or Latino	44	12.2%	---
Pacific Islander	N/A	0.2%	---
White (not Hispanic)	42	4.1%	---
Socioeconomically Disadvantaged	N/A	25.3%	---
English Learners	No Data	7.3%	---
Students with Disabilities	No Data	7.9%	---

Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

JBHS currently does not offer and capstone courses in Technical education but numerous entry level and intermediate courses to give the students an expansive view of different technical fields. Due to the younger ages of the student population, JBHS does not offer concentrator programs.

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of Pupils	200
Percent of pupils completing a CTE program and earning a high school diploma	0%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	0
Graduates Who Completed All Courses Required for UC/CSU Admission	8

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

No data are available for this section

College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

Not offered.

SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

No data are available for this section

XI. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

Teachers have received training specifically designed for second language students. The teachers in the literacy classes have also received instruction on strategies in the classroom to ensure the students are gaining reading comprehension, developing oral reading and writing skills. JBHS has attained accreditation from the Western Association of Schools and Colleges (WASC). The school has a site-based leadership team that provides guidance and communication related to achieving the school wide goals.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

JBHS has eight pupil free professional development days. They are on the school master calendar that is developed each July. During the development days the faculty works on issues supporting accreditation, institutional safety, employee safety, as well as, new policy and procedures in the DJJ, OHCYCF, and education department.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6		54,000
7		54,000
8		54,000
9	72600	64,800
10	72600	64,800
11	72600	64,800
12	72600	64,800

Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	232	180 days
10	232	180 days
11	232	180 days
12	232	180 days

Minimum Days in School Year

This section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

49 days are scheduled for student advising and counseling.